

Lesson Plan

Course Title

Career and Family Leadership

Lesson Title

Integrating Multiple Roles and Responsibilities

Practical Problem

What should be done about integrating multiple life roles?

References Used for this Lesson

Montgomery, Bette: *Career and Family Leadership*, University of Missouri-Columbia, 2002.
Instructional Materials Laboratory, University of Missouri-Columbia.

Family, Career, and Community Leaders of America, Inc., *Get Connected, CD-ROM: Families First, Planning Process*, Reston, VA 2002, FCCLA, Inc.

Alternative Assessment: A Family and Consumer Sciences Teacher's Tool Kit, Ohio State University, 1996. Vocational Instructional Materials Laboratory

Background Information for this Lesson

Career and Family Leadership, Content Module 6

External Alignment

Program Goal Addressed

(Use this area to identify how your program goal links to this lesson.)

Missouri Family and Consumer Sciences Competencies Addressed

G.3 Examine the need to address diversity in society (Analysis)

Missouri Show-Me Goals/Standards Addressed

1.6 Discover and evaluate patterns and relationships in information, ideas and structures

1.9 Identify, analyze and compare the institutions, traditions and art forms of past and present societies

SS6 Relationships of the individual and groups to institutions and cultural traditions

National Family and Consumer Sciences Standards Addressed

6.1.2 Determine the role of family in transmitting societal expectations

6.1.4 Examine the roles of family in teaching culture and traditions across the life span

Internal Alignment

Course/Performance/Enabling Objectives(s) for Competency

1. Define and list examples of diversity. (Knowledge)
2. Analyze the role diversity plays in society/families. (Analysis)

3. Plan and carry out a project that addresses diversity within your community. (Application)

Instructional Strategies

1. Define and list examples of diversity. (Knowledge)
As a class write a definition of diversity. Check your definition with a dictionary.

Each person should have a “Family Pursuit Mixer” sheet (*Get Connected CD ROM: Families First*). Allow 10 minutes to find at least one person who matches each criterion/item on the sheet. Write the individuals’ names in the matching squares. The person with the most names is the winner.

After completing the “Family Pursuit Mixer” sheet check your definition of diversity and list examples of diversity. (Communication, Management)

Questions for Discussion/Formative Assessment

1. *How well does your definition of diversity fit the criterion in the mixer?*
2. *How many of the criteria apply to you?*
3. *What are some ways that families vary from one another?*
4. *Why are families important to individuals and to society?*
5. *Why is it important that individuals and families are different?*
6. *How did the 10-minute time limit help you to manage getting persons names on the sheet?*
7. *What communication techniques did you use in collecting information for your Mixer sheet?*
8. *How did the mixer sheet affect your thoughts about diversity?*

2. Analyze the role diversity plays in society/families. (Analysis)

In groups of four, lay out a collage of pictures showing diversity. Use information from the definition and the mixer sheet to help with the collage. Do not glue or permanently attach the collage pieces.

Use “Thinking at Right Angles”, p. 73 (*Alternative Assessments*) to distinguish facts from feelings. Complete two “Thinking at Right Angles”. One topic should be, how does diversity separate people? The second topic should be, how does diversity bridge the gap?

Thinking at Right Angles

Topic: _____

	→	Facts:	_____

Feelings:	↓		_____

Make any changes to your collage and attach the collage pieces. (Cooperation, Management, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How does your collage show differences and similarities of diversity?*
2. *How does diversity separate people?*
3. *How does diversity bridge the gap?*
4. *What changes did you make in your collage after completing the "Thinking at Right Angles"?*
5. *How did you work together to create your collage? The Thinking at Right Angles?*
6. *What diversity issues are parts of your school? Community? Family?*

3. Plan and carry out a project that addresses diversity within your community. (Application)
Use the FCCLA "Planning Process", p. 191 (*Career and Family Leadership*) to plan and carry out a project addressing diversity within your community. Begin by identifying concerns, setting a goal, forming a plan, putting the plan into action, and evaluating the project. Create a video showing your plan in action and present the video to the class.

Use "Action Project Assessment", p. 108 and "Videotape Assessment", p.111 (*Alternative Assessments*) to assess the project. (Technology, Communication, Leadership, Critical Thinking)

Questions for Discussion/Formative Assessment

1. *How did you use the information presented earlier in the lesson to help select your project?*
2. *How did you organize the information and use critical thinking to select your project?*
3. *How did you justify a need for the project you selected?*
4. *How did the video (technology) help communicate your project?*
5. *What part of the planning process was the most helpful in planning your project?*
6. *How do you feel diversity was addressed through your project?*
7. *How was diversity awareness enhanced by the completion of your project?*

Assessments

Paper/pencil:

1. Write a definition and give examples of diversity. (Knowledge)
2. Examine facts and feelings about diversity through "Thinking at Right Angles". See Instructional Strategy #2. (Analysis)

Classroom Experiences:

1. Examine relationships of people's diversities through a collage. Create a title that represents your collage. Write a reflective paragraph summarizing your thoughts on the relationships of people's diversities. (Analysis)

Application to Real Life:

1. Plan and carry out a project addressing diversity within the community using the FCCLA "Planning Process". Assess with "Action Project Assessment", p. 108 and "Videotape Assessment", p.111, *Alternative Assessments*. (Application)